DOCUMENT RESUME

ED 412 639 EA 028 715

AUTHOR Wang, Chien-Lung
TITLE An Analysis of Curriculum Decision-Making in Moral Curriculum Development in Taiwan.
PUB DATE 1997-03-27
NOTE 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
PUB TYPE Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Course Content; Cultural Awareness; *Curriculum Development; *Decision Making; Educational Administration; Elementary Education; Elementary School Students; *Ethical Instruction; Foreign Countries; Health; Interaction; *Moral Development; *Standards; Textbook Content; *Values Education
IDENTIFIERS *Taiwan

ABSTRACT

In Taiwan, the moral curriculum has been part of the elementary school curriculum for decades. The 1993 edition of the Taiwan curriculum standard has a new subject titled "Morality and Health" that integrates previous "Life and Ethics" and "Healthy Education" subjects. This study explored the curriculum-development process based on the standard, focusing on how members of the curriculum-development group make sense of the standard and what their conception of the real moral curriculum is. The curriculum committee and the editing group of the Taiwan Provincial Institute for Elementary School Teachers' Inservice Education (IEST) consisted of three experts on moral curriculum, one psychologist, one expert on curriculum development, one elementary school principal for the curriculum committee, and three IEST research fellows and three elementary school teachers in the editing group. Observation and interviews revealed that the decision-making process for this combined group was an interactive process that could be divided into two stages. The first was that of initial planning by the editing group and its teacher members, followed by final decisions by the entire group. Defining content, considering the importance of children's experience, and recognizing traditional Taiwanese culture were important considerations for the group. Developing textbook content was another essential concern. Although the rationale of the moral content framework advocated in the curriculum standard remained somewhat unclear, there was clear consensus among the curriculum developers that the content of the moral curriculum should center around children's life experiences. An attachment summarizes the work of the curriculum-development committee. (Contains 16 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 412 639

An Analysis of Curriculum Decision-Making in Moral Curriculum Development in Taiwan

Chien-Lung Wang

Taiwan Provincial Inst. for
Elementary School Teachers' Inservice Ed. (IEST)
Taiwan, R.O.C.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C-L Wang

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Paper presented at the annual meeting of the

American Educational Research Association

Chicago, Illinois

March27,1997

EA 028 715

BEST COPY AVAILABLE

An Analysis of Curriculum Decision-Making

in Moral Curriculum Development in Taiwan

Chien-Lung Wang

Introduction

In Taiwan, the curriculum implemented in elementary schools is regulated by *"Elementary School Curriculum Standards"* promulgated by the government. Because of its detailed regulations, we called it "curriculum standards" rather than "curriculum guidelines." Since the earlier curriculum standard promulgated in 1975 have been put into effect for 14 years, most of the content could no longer adapt to the needs of today's society and needed to be revised. Therefore, the Ministry of Education began to organize committees to revise them in 1989. Five years later, the new edition was published in 1993. Based on them, textbooks of all subjects had to be reedited from the first grade to the sixth grade.

The "moral curriculum" has been part of the elementary school curriculum for decades. In the 1975 edition of "Elementary School Curriculum Standards," the title of the subject was "Life and Ethics." (Its textbooks were edited started from 1978). Since the right to edit and publish textbooks was monopolized by the government then, students used the same textbooks all over the country.

Because the 1978's edition of "Life and Ethics" textbooks faced strong criticisms regarding biases on political ideology, gender discrimination, and disassociated with real lives, they need to be reedited. Then, still based on the old curriculum standard of 1975, the revise of the textbooks was influenced by the concept of the "Value teaching model" developed by a research team in "Hsin-Chu Teachers' College" during 1981-1990. The theoretical base of the teaching model includes Rath's "Values clarification" and L. Kohlberg's "Cognitive-developmental theory of moralization." The model tried to change the earlier approach. It taught moral curriculum by emphasizing students' thinking and self-constructed value, rather than passively received the values. Because of several members of the team continuously participated in the new edition of curriculum standard revising, the concept of "Value teaching model" and remained its influence later.

In the new 1993's edition of curriculum standard, there is a new subject titled "Morality and Health" that integrated two subjects: "Life and Ethics" and "Healthy Education." Based on the new curriculum standard, the contents of the two subjects are

integrated from the first grade to the third grade and separated from the forth grade to the sixth grade. The "moral curriculum" in my study is "experimental moral curriculum" of the forth grade. In this grade, the content of the curriculum begins to be separated.

The project of moral curriculum development of Taiwan Provincial Inst. for Elementary School Teachers' Inservice Ed. (IEST) authorized by the Ministry of Education began to develop the "Morality and Health Experimental Curriculum" in 1991. The curriculum development is based on the new *"Morality and Health Curriculum Standard,"* one of the subjects of the curriculum standards.

After the editing of the textbooks was accomplished, they would be taught at 27 experimental school classes in Taiwan. The teachers would make suggestions to the curriculum group every semester after their teaching. With the suggestions, the experimental curriculum would transfer to "National Institute for Compilation and Translation" (an official institute) to be revised, and then they would become the official-published textbooks.

Started from 1995, in according with the educational reforming in Taiwan, private publishers participated in publishing textbooks for elementary schools from 1995 while the curriculum development project of IEST is continuing. Since the group began the work earlier and had more experiences in curriculum development than the others, it would be helpful to share the process of decision making and the difficulties the group had confronted earlier. Because curriculum development is made of a series of decisions (Walker,1971) and it's a political, interpersonal process(Gay,1985). I am interested in how the group members make sense the curriculum standard. What ideal moral curriculum in their minds is. What kinds of decisions they make. Who made these decisions. If are any controversies?

Perspective

1.The political process of curriculum decision-making

Behind all curriculum development, change, production ,implementation, or design, there are decisions(Gwynn & Chase,1970). Decisions about the curriculum are often grouped into five major types: (a)"Curriculum goals", (b)"Curriculum content", (c)"Learning experiences" or "Student activities", (d)"resources", (e)"evaluation" (Oberg,1991). Curriculum decision making is a political process. Selections of curriculum objectives, content, and activities are not often based on studies of content in the discipline, societal needs, learners' learning process, concerns of learners, but usually influenced by values and politics (Beauchamp, 1981; Gay,1985; Goodlad,1991;

McNeil,1984). Conflict over what to teach is not just a conflict of ideas but of persons, groups, and factions (McNeil,1984). Thus, curriculum development is a complex activity that takes place within a complex political milieu. It requires special expertise, political awareness, and a continuing dialogue among decision makers for clarification of purpose and resolution of value conflicts (Unruch & Unruch,1984). However, the conflicts are not always resolved by following a systematic procedure but by resorting to power (Taba,1962; McNeil, 1984). Those who must resolve the conflicting pressures tend to use the strategy of disjointed incrementalism. Under disjointed incrementalism, conflicts over goals and objectives are not resolved on the basis of principles, logic, and evidence but by political power (McNeil,1984).

2.The participants in curriculum decision-making

Curriculum development is an interpersonal process (Gay,1985). The curriculum development requires continuous cooperation among educational psychologists, sociologists, subject experts, educational evaluators, teachers, school administrations, and so on (Haller and Lewy,1991). Chew (1977) specifies the differential roles of experts in the process of examining the adequacy of objectives, contents, and learning strategies suggested by the writing teams. (a)Curriculum specialists judge the internal consistency of the curriculum plan. (b)Subject matter specialists check the up-to-dateness of curricular field of the specific subject. (c)Educational psychologist examine the learning strategies that will gain the interest of the learner, and also their adequacy to the cognitive and emotional developmental level of the learner. (d)Teachers serve as judges of the quality of the suggested materials.

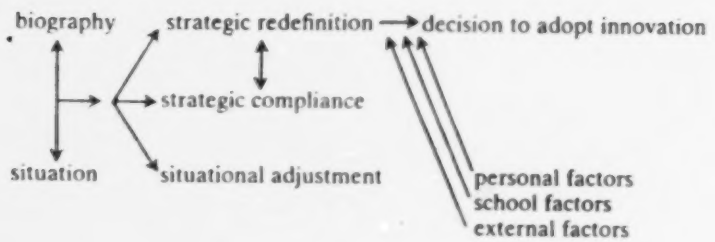
The teacher's participation in curriculum work has been a positive development in many respects, leading to enhanced professionalism, more effective implementation of programmes, curricula that are more appropriate to local needs, and more control by teachers of their work situations. However, there will be limitations on the participation, such as limited training, limited time, mandated curriculum, rationalization and bureaucratization of schooling (Elbaz,1991).

3.The social strategy framework in curriculum decision-making

Lacey's social strategies framework(1977) serves to emphasis the values that the individual brings to a group decision making setting, plus the interaction of that individual with the setting. Thus, the individual's intentions are modified according to factors such as interpersonal skills, the nature of issue, the status of the individual, composition and

move within a group decision making setting, may choose the social strategy from the following(Johnston,1989):

Figure 1 Social strategies framework (Johnston,1989)



(a)Situational adjustment: An individual adjusts to or copes with the more powerful moves within the group. One way of achieving this is by Strategic compliance-- The individual's personal beliefs do not change but publicly the individual goes along with the group. The second way is by Internalised adjustment-- The individual complies because of agreement with the group and may internalise changed beliefs in order to do so.

(b)Strategic redefinition: The individual may publicly oppose the group's views and take an active role in attempting to change the situation. The risks associated with adopting such a perceived status and support for the individual within the group. The outcome is likely to be dependent on the individual's social skills that determine how effectively the case is presented and argued as perceived by other members of the group.

4.The naturalistic model of curriculum development

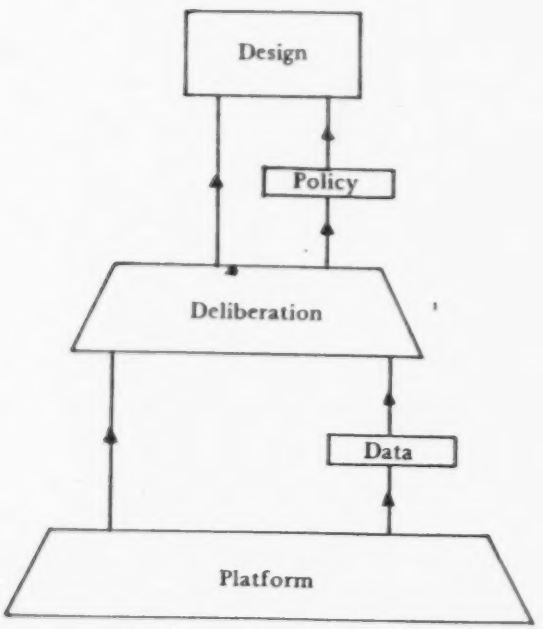
The descriptive framework of this study is Walker's (1971)"naturalistic model" of the process of curriculum development. This model is primarily descriptive (Walker, 1971). Curriculum problems belong to practical (Walker, 1990). The rational curriculum models are limited in their ability to illuminate the process of group curriculum planning because they neglect the political nature of curriculum policy planning(Johnston ,1989). The role of values and bias is not highlight in the model. (McNeil ,1984). Schwab who denies that curriculum problems are of such a nature that they can be solved procedurally, and argues that solution of them must be found by an

BEST COPY AVAILABLE

interactive consideration of means and ends. The process through which this is achieved is called "deliberation" or "practical reasoning"(Reid ,1978) .

The "Naturalistic model" consists of three elements: (1)curriculum's platform: the system of beliefs and values that the curriculum developer brings to his task and that guides the development of the curriculum developer, (2)design: the output of the curriculum development, (3)deliberation: the process by which beliefs and information are used to make design decisions. The main operations in curriculum deliberation are formulating decision points, considering arguments for and against suggested decision points and decision alternatives, and choosing the most defensible alternatives. The heart of the deliberative process is the justification of choice, so curriculum deliberations are chaotic and confused.

Figure 2 A schematic diagram of the main components of the naturalistic model (Walker,1971)



BEST COPY AVAILABLE

Methods

Curriculum problems belong to practical problems(Walker,1990) . The rational curriculum models are limited in their ability to illuminate the political process of group curriculum planning. Case studies present a vary different view of how curriculum decision making occurs in practice (Johnston ,1989) . In order to understand the interpersonal decision making process of the moral curriculum group, the data of this study was collected and analyzed through ethnographic research methods, including participant observation, interviews. My fieldwork started from September 1994 to June 1995 while the curriculum group was editing the forth grade textbook.

According to the new edition of curriculum standard, "moral curriculum" and "healthy curriculum" have to be incorporated. The content of "moral curriculum" and "health curriculum" must be integrated from the first grade to the third grade. There is one group curriculum development project at the first three years. The group was is separated from the forth year. Since then, the moral curriculum group had to search for a new model for the curriculum development. In the re-organized process, participants claimed various of opinions and led to many controversies. It was particularly benefit for me to collect these data.

The curriculum development project is conducted by the "Curriculum committee" and the "Editing group" of IEST. The committee included three experts of moral curriculum(E1, E2, E3), one psychologist(E4), one expert of curriculum development(E5), and one elementary school principal(E6).

E1, the chairman and also the expert of ethics, participated in the experimental project of "Value teaching model", and also wrote the revised edition of "Life and Ethics." E2 also participated in the project of "Value teaching model". E3 participated in wrote the revised edition of "Life and Ethics," too. E4(female), the psychologist, and E5, the expert of curriculum development, were both the committee members of editing of "Life and Ethics" textbooks. Finally, E6 (female) was an elementary school principal. Looking at the background of the members, we can find that their experience of revising in old moral curriculum in the past few years had great influence on the development of the "Experimental moral curriculum". In the committee , E1 and E4 participated in the revising of 1993's edition of "Morality and Health Curriculum Standard".

The members of the "Editing group" included three research fellows of IEST and three elementary school teachers. The research fellow R2 (female), an expert in moral curriculum, was the leader of the "editing group."

In order to enhance the appropriateness of the curriculum, the curriculum development of IEST emphasizes the participation of teachers who have the experience of classroom practice. The three teachers, all female, was in charge of writing curriculum plans. They are invited to IEST to participate in the project. The T1 have 5-years teaching experience and participated in the project for two years, T2 and T3 have 3 and 1-year teaching experience respectively, but both of them are new hands in curriculum development.

First, I observed at curriculum meetings convened at IEST every Thursday for 30 times, usually 6 hours each time. Secondly, I observed the editing discussions of the "Editing group" for 22 times. Thirdly, in order to explore further thought of the members and to examine the accuracy and subjectivity of my interpretation, I interviewed 11 group members. The interview was conducted in two way: firstly, I discussed with the participants about the data of my report; secondly, the interview questions are structured. Most of these data were audiotaped and transcribed later.

Findings

The Operation of the Curriculum Development Group

From the analysis of the observation and interview data, I found that the decision making of the "Moral curriculum group" was an interactive process that could be divided into two stages.

At the first stage, the teachers of "Editing group" made some decision at the initial designs of curriculum plans. These teachers play an important role in the curriculum decision making, because they did the editors. However, the research fellow R2 who was in charge of the "editing group" sometimes would modify some of the teachers' initial plans based on the practical difficulties, such as the working schedule and the possibility of agreement of the committee. She played the role of "gatekeeper" of the editing group.

At the second stage, based on the "initial plans" of the "Editing group," the "final decisions" were made by the "Curriculum meeting." The "initial decisions" of the "Editing group" must be agreed by the "Curriculum committee." So the "Editing group" members, especially the research fellow R2, would sometimes defense for their initial designs. Furthermore, the final decisions were usually made through arguments, negotiations and compromises among members. The processes of the debate and argument were usually very chaotic, so the research fellow R2 had to help the teachers to integrate the opinions of the committee members.

Although most of the group members have worked together for three years, they seldom communicated with each other about standpoints of moral curriculum so as to establish some consensus. The lack of consensus led to many conflicts among group members in the beginning of the operation in the meeting. These conflicts included controversies regarding the application of teaching models, the interpretation of the themes in teaching material, the selection of children's learning experiences, and the styles of textbooks and so on.

In this period, in order to seek the direction of curriculum development, some committee members were eager to advocate their ideal and make efforts to influence the way of the operation of the curriculum group. However, it also led to controversies among group members because of different standpoints. Furthermore, these ideals were too difficult for the curriculum group to put it into effect practically, they had little substantial influence on the curriculum decision making.

Some member offered many suggestions in the process, but their opinions would

not necessarily be fulfilled in the curriculum decision making. Personal standpoints usually had to compromise with others' for the practical limitation of curriculum development. In the contrast, the editing group members sometimes had the direct influence on the curriculum decision making based on the practical resource and the competence of the curriculum group.

The conflicts among members would be solved through different interpersonal strategies in different situations. Sometimes they would be solved through communication, sometimes through compromise, sometimes just through clarifying the thoughts of each others without changing anything. There are subtle relationship of power among the members of the group in the curriculum development process. Also due to these conflicts , it was easy for me to realize so many different members' standpoints about the moral curriculum.

Although the participation of teachers in the curriculum development should enhance the appropriateness of the curriculum, however, there were some limitations to their expression of power. First, they lacked professional training about moral education in pre-service education and in in-service education. Second, they lacked the understanding of the related theories about moral education. Third, they even did not have the teaching experience in the forth grade and the experience in teaching the subject----"Life and Ethics". But I also observed that these teachers enhanced gradually their professional ability and self-confidence through making the curriculum plans, reading related references, participating in curriculum meetings, and interacting with the members of the committee.

Controversies and Decision Point

1.The Application of Teaching Model

The revision of the old "Life and Ethics" textbooks and the revision of new "Morality and Health Curriculum Standard" was influenced by the concept of the "Value teaching model," which was modified and combined Rath's "Values clarification" and Kohlberg's "Cognitive-developmental theory of moralization." Although the members continue to participate in the development of the experimental moral curriculum, they didn't have the clear consensus about the application of the "Value teaching model."

(1) Controversies regarding "Values clarification"

The strong opposing standpoint of the research fellow R2 toward these theories

influenced the practical work. Once, when the editing group discussed how to apply the theory in the teachers' handbook, research fellow R2 suggested the editing group should not to apply "values clarification" in it:

R2:.....Shall we not mention "Kohlberg" and "Values clarification" any more ?
R3:But it is almost impossible.
R2:I think we can, if we keep it in mind.
R3:But those advocating the theory are the authority in Taiwan.
R2:.....Even though we use some discussing skills in textbooks,.....that is just a "discuss". "Values clarification" is not so important!.....If we continue to use the term, we may become the aim of attack.....
.....
R2:.....There is a very bad value inside "Values clarification", which was developed based on the western ego-centered culture. I can make the decision,..... I can dominate my value..... "Values clarification" is problematic in western society. It was forbidden by law in many states in the U.S. I don't know why Shin-Chu Teacher' College take such a thought back to Taiwan.....(discuss 08-1)

She thought that the philosophy of "Values clarification" will still exist behind the teaching activities, but she didn't want to argue directly with the main members of the committee.

(2)Controversies regarding "Cognitive-developmental theory of moralization"

In the process of the development of the moral curriculum, some members would use the "Cognitive-developmental theory of moralization" to judge children's cognitive development level. The research fellow R2 don't want to argue with the chairman E1, some debates still happened.

R2:.....What you want to strive for is "the sense of honor" not the "award"!
E1:No! Children need a concrete "award". According to Piaget's theory, children develop from concrete operation to symbolic operation.....If there is no concrete things, children won't realize it. If you know Kohlberg' theory, you will know.....
R2:But, I don't believe Kohlberg' theory!

.....

E1:But their structures, moral cognitive structures must be.....

R2:I think it assume that children are childish, so they won't realize something abstract. But I think children's morality may attend much higher level than adults.' They have no utilitarian.....I think that we are playing the children, and say they are not mature enough.....(meeting 49-1)

(3) Consensus based on the "Value teaching model"

Although the members of the curriculum group have different standpoints toward the "value teaching model," they still suggest related teaching activities in the instructional design. However, E5 doubted the "morality" in the "discuss of dilemma", because he thought it lacked objective standards. Other members tried to convince him. In the process of convincing, I could see there are some basic consensus about the moral curriculum: the aim of moral curriculum is to help children learn how to do the moral judgment in interpersonal interactive process; it is a "social constructive process."

E5:If the result of the discussant of dilemma questions we designed is "honest", we should lead them to choose the "honest" rather than another values..... If anything was right or acceptable,..... there will be no standards.

E3:What he most important is not the decision of specific events, cause the event is just a media to help them learn how to think.....

E5:You cannot just tell children anything is O.K. or it depends.

E3:.....If you have to consider, what do you consider about?..... The important point of teaching is to make you realize whether you are thoughtful when you thought about this event through the process. This kind of process is called "social construction". You have to consider others different opinion about this problem..... (meeting 39-2)

For E3, his position toward the moral education "thinking approach" was based on the result of the research of "value teaching model:"

E3:The reason why I don't worry so much is that the ten-year research about "thinking approach moral education" of Shin-Chu Teachers' College .....Most teacher knows what it is.....(meeting 39-2)

From the argument, I found E5's position is that what should be taught to children is morality itself. However, E1 and E3 tried to convince him that moral curriculum does not only teaching morality but the ability of moral thinking and judgment---- this is more important. The latter position is related to the "value teaching model" and it is also the main influence to the curriculum decision making.

(4) The practical application of the "Value teaching model"

Although the members of the curriculum group have different standpoints toward the "value teaching model", the members will still suggest related teaching activities in the instructional design. Despite of researcher fellow R2's opposi-tion to the "Value teaching model", she did not insist on the related teaching strategies in practical use. E3 also stood with the compromising position about the practical use: "It is acceptable that value clarification can be used in the form of activity, but I still can't accept its philosophy"(E3:interview07).

The moral curriculum group did not make the final decision about The place of the "Value teaching model" in the curriculum development, so I found the related disputes about the model happened continually in the process of the curriculum development. In spite of the doubts and the criticisms about its theoretical base, the "Value teaching model" still influence the deliberation of the group, the related teaching strategies still be used in the practical designs of the curriculum.

2.The Interpretation of the Theme of Teaching Material

(1)The place of "content framework"

What should be included into the content of each unit? In Taiwan, the content of moral curriculum should follow the "moral content framework" of the curriculum standard. However, the expert E3 doubted its rationality. E3 strongly advocated that the content must be selected form children's critical life experiences:

> *E3:...I emphasize that we must choose the material which is meaningful to students. We can't choose something just because the curriculum standard has such a content or item. This is a absolutely wrong direction to think.(meeting 07-1)*

E3 argued that traditional teaching material of moral curriculum was meaningless to children because they were not chosen from children's critical life experience.

E3:...We have to develop a clear rational for teachers and students to understand clearly why we choose such a teaching material to teach .(meeting 07-1)

Although E3 strongly advocated that curriculum development should choose children's critical life experience directly, and should break away from the limitation of curriculum guideline. However, it is difficult to decide what the children's critical life experiences are because of the lake of basic researches.

(2)The interpretation of the "content framework"

Most members of the curriculum group continue the habit of developing curriculum according to the "content framework". The "Content framework" of curriculum standard consists of eight "virtues", including "law-abiding", "patriotism", "etiquette", "justice", "kindheartedness", "filial piety", "industry and thrifty", and "honesty". The former four "virtues" are the curriculum content of the first semester, the later four "virtues" are for the second semester. Each "virtue" contains 3-8 "content items".

E3 doubted that the intention of the "content framework" of curriculum standard is unclear.

E3:The biggest problem of the ("content framework" of) curriculum standard is that it's intention is very unclear, I don't know what the people who compiled the curriculum standard think about on earth; what do they want to transmit to students?..... (meeting 07-1)

E3 suggested that the curriculum group should "spend much more time to communicate the intention of the writers"(E3:meeting 03-2) and should co- interpret the meaning of the "virtue."

E3:.....Basically, we compile the teaching material according to the concept of "virtue".....If you can not understand the "virtue" clearly, you can not know how to choose teaching material..... (meeting 07-1)

Besides clarifying writers' intention, the interpretation of specific "virtue" influences the curriculum content. "If the writers' interpretation is unacceptable, it will

cause many problems, and lead to the deviation of teaching."(E3:meeting 03-2)

In addition to the problems of the "virtues", there are also some problems in "content items": "What we read is a pile of items, but we don't know why these items are so important?"(E3:meeting 03-2). So the curriculum group had to interpret its meaning:

E3:..... We hope that teachers can realize clearly the writers' intention. We should explain to teachers why these items are so important for teachers and their children. In this way, we can make the teachers reach the curriculum objects clearly ..... (meeting 03-2)

The selection of content was based on the meaning of "morality content framework" which was co-interpreted and negotiated by members and highly influenced by the personal value. However, there were also many controversies as the result of the lack of the rationality of the "content framework". After the interpretation, the concrete content must be selected.

(3)The different standpoints and arguments

The chairman E1 disagreed with E3's complex process. The chairman is the eldest member. He thought that if the content was too complex, it would obstruct children's thinking. In fact, it is difficult to decide what children's critical experiences are because of the lack of the related researches.

The chairman thinks that what important to moral curriculum is the "process objectives". Teaching material is only the material of teaching which only transmits some moral concepts. It depends on the teachers to guide the students to think actively and construct the moral concepts by themselves. It is not necessary to complicate the process of the curriculum development.

E1:I think it is too difficult to do in this way!
E3:No!I think that we have to do toward the direction!.....
.....
E1:My standpoint of editing is not to convince others. Shouldn't we use some practical examples to express the meaning of "etiquette"? And then teachers guide the students to build and clarify the concepts.....We do not have to design all the things. Our responsibility is to use some examples conforming to children's experience to express the meaning of "etiquette", but not to

convince them. Even though the concepts or the attitude that student established is not necessarily identical to mine. Actually, even the members' value is not all the same.....

E3:I don't mean that we should convince the students to share the same idea with us. I mean that, the teaching material itself must be convincing, and it will make students and teachers believe that this is very important. We cannot control what direction does the teachers want to guide, but we have to convince them the teaching material is so important that it should be taught seriously..... There was a problem in the past material---- teachers usually thought that it didn't matter whether to teach it or not! (meeting 07-1)

(4)The process of co-interpretation the meaning of "content framework"

The editing group's interpretation has to be discussed in the curriculum meeting. The final decision was made according to the consensus formed in the meetings. In the process of co-interpretation of the curriculum meeting, the moral content of certain virtues was structured by the accumulation of members' opinions. If there was any disputes, the content of the unit had to be decided by the process of negotiation and compromise. It was a process of convincing and justification. The process was mainly influenced by the personal value.

For example; the interpretation of the unit of "patriotism": The editing group intended to choose one of the "content items"—"knowing our country's cultural relics", and they tried to use it to be the core concept of the unit. The teaching unit "hope to make students feel the relationship between culture and personal life through realizing their origin, development, and the application in lives."(IEST,1995) They chose the familiar "Chinese knot" to be the concrete example. They tried a new way to interpret the relationship between individuals and the country, but opposing the traditional interpretation of "patriotism" that advocated the "chauvinism of great China." They didn't think that "we love our country because she is great; we are outstanding because we really have marvelous culture."(R2:meeting 33-2). But E5 was different perspective:

R2: .....we don't want such a concept! In fact, children has known what "patriotism" is.....We hope that they can find many things in their real life. Culture is the accumulation of living experience, so it can be anything.....

E5:.....I have a different idea about the "chauvinism of great China". I think that one of the ways to arousing the patriotism is to give our students superiority

complex from their childhood. Another way is to arouse their inferiority complex, let them feel that we are always persecuted.....So, I think students have to believe our cultural is excellent, and our country is great.

R2:..... We should make children feel our country's excellence and the Chinese wisdom through realizing some simple things which can be used in many ways, such as the "Chinese knot.

E5:It will show our Chinese own such kind of wisdom.....

R2:It is not necessary to emphasize that Chinese wisdom outstrips others. You mean only we can invent Chinese knot, so we have to preserve it? I don't agree with it . This is not the logic what we want!

Because of the insistence of research fellow R2 and there was no other opinions, E3 transformed the consequence of the negotiation to be the "co-interpretation" of the meaning of the teaching unit: "..... so the meaning of 'patriotism' emphasized here is that it is not conditional. Patriotism is an attitude like unconditional positive concern in the counseling."(E3:meeting 33-1)

3.The Selection of Learning Experience

The practical operation of the selection of learning experience included two processes: first, the editing group collected the raw material based on the interpreting of the content framework, and then the formal decision making was made in the curriculum meetings.

Because of the limitation of the practice, the initial selection of learning experience can not be based on the analysis of children's life experience advocated by E3. Furthermore, the research fellow R2 had different viewpoints regarding the selection of learning experience. R2 emphasized the moral connotation of the event they chose rather than the event itself. For example, in the development process of the "etiquette" unit, R2 emphasized the core concept of the unit should be : "bearing in mind the interest of others considerately" ("put oneself in somebody else's position "), because it is hard to decide the importance of many trivial events. Faced the doubt of R2, E3 still emphasized his standpoint.

R2:..... The subject matters, such as "Don't interrupt others' talk" and so on. I think most of the examples the teachers gathered from their colleagues are all too trivial. It will lead to controversy if you try to convince others that it is very

important. I think the core concept of the "etiquette": "bearing in mind the interest of others considerately" is very important. What we have to convince others is the core concept, or the subject matter?

E3: I always hope that we can start from students' experience, and we should consider from some concrete examples. Because only in this way, we can find something meaningful for students. ..... If teachers suggested such a matter, it showed that these subject matter really caused some troubles for them. So I think we must use this subject matter and then we have to try to understand why teachers feel troublesome about the subject matter. There must be some reasons! We have to try to connect these reasons with the concept we hope to teach to children. .....(meeting 07-1)

From the above argument, I found that R2 and E3 had different opinions about the subject matter. R2 thought the importance of the subject matter derived from its moral connotation, and the concrete subject matter is only the media to represent the core concept. R2 was in charge of the editing group, so the selection of the subject matters started mainly from her opinion. The opinion advocated by E3 only affected the philosophy of the curriculum development, and he did not have the practical influences on curriculum decision making.

Since the "curriculum standard" emphasizes the importance of the children's life experience, the initial designs to include most children's experience. E1 and E3 worried that it might lose the spirit of traditional culture and what should be learned even it is beyond children's ordinary experiences. Besides, the editing group sometimes chose the conflict situations to inspire children's critical thinking, but these efforts were argued and modified because of the ideology, negative effects ,and the "hidden curriculum" that were taken into consideration by the curriculum group.

(1)The place of children's experience

The content of teaching material have to conform to children's experience. The curriculum standard regulates that "children's experience should be the core of the content in textbooks"(The Ministry of Education,1993),"the content of teaching should be presented with living examples"(The Ministry of Education, 1993). In fact, the decision making about the selection of the content of teaching material is not based on what E3 advocated "the analysis of children life experience", but based on the members'

inference. Despite considering to conform to children's experience, members had to consider if the teaching material can conform to most of the children in order to enlarge the scope of suitability. The overemphasis of conformation between the teaching material and the majority of students may lead to lose the effect of guidance.

E3:……One child is the cadre members in his class,……he was blamed by his teacher because he failed to keep his classmates quiet,…..and then he tried to express his sad feeling to his classmates, the did some reflection about his way to keeping the order…..we can ask students to supposed if you were the cadre in such a class, what would you think? How would you answer the child question?.

R2:I don't think the students of the fourth grade will have such a thought.

E3:The teaching material of textbooks is not necessarily to absolutely simulate what ordinary children will do.(meeting17-1)

In the example, E3 thinks that it should departure from students' experience, and to guide student to reason and think in higher level. But E4 have different opinions:

E4: What you said is right, but the unit objective should be to conform the most follower's knowledge system, not to teach students to be a leader……I think we have to guide the students in their learning zone, so we should talk about how to be a follower. Leaders are fewer.

Although E3 thought that teaching material should guide the students to think in higher level, but other members of the group thought this kind of material might not conform most children's experience.

(2)The place of history and culture

Although moral curriculum emphasizes that the subject matter should be chosen from children's life experience, however, in Taiwan, morality is part of the traditional culture. Because of their incoordination with the "content framework" of curriculum standard, the historical stories standing for traditional culture cannot be collected in textbooks. Consequently, subject matters will remain in the level of common life experience. E3 worried very much about the situation: "Our moral education will become superficial."(E3:meeting 37-2a)

E3:……Because we have to follow those content items of curriculum standard, then, we face a difficult situation: many traditional stories can't be chosen in this way. I feel very worried because from the textbooks we made before, I can't see nothing (about history and culture). (E3:meeting 38-2a)

The same worry also bothered other members. Because the curriculum group did not choose historical story to be the subject matter, chairman E1 suggested to choose some historical stories to be the subject matter:

E1:……We can make a situation, and introduce some historical stories in it….What's the content of the historical stories? I think we can choose some examples about "no cheating, no tricking" and "not to get conceited because of victory or disheartened in case of defeat" (The two content items are in the content framework in curriculum standard) ……. After reading the stories, the characters in the situation will discuss and criticize the content of the historical stories…….

R1:……I think it seems very difficult to find a historical story containing the connotation of "no cheating, no tricking" and "not to get conceited because of victory or disheartened in case of defeat".

E1: How about only choosing a story about the theme of "no cheating, no tricking?" ……The historical story is not necessarily be confined to be Chinese stories. If we cannot find Chinese stories suitable for the theme, we can try to find foreign stories…….

R1: Is it much easier to choose the subject from children's life experience around children, rather than from related historical stories?

E1: It is necessary to contain a historical story in each volume, because one of the curriculum objectives is to "understanding Chinese culture"! (meeting17-1)

Although R1 thought that the subject matter of the units should be chosen from children's life experience, E1 suggested that it should be chosen from history based on the curriculum objectives: "Understand national and foreign culture; cultivate the sentiment of patriotism and the breadth of mind of world outlook."(Ministry of Education,1993) However, the curriculum group did not solve the problem, so the historical story was not contained in the experimental curriculum of the fourth grade.

(3)The avoidance of negative influence

The spirit of new moral curriculum emphasizes the critical theory. It emphasizes the teaching material should not hide the opposition and conflict in our society. But in the decision making process to select the content of teaching material, controversial instances always arouse conflicts because of opposing positions. Although emphasizing the conflict of these instances, the group also have to avoid the negative influence of the "hidden curriculum."

For example in the second unit --"justice", the chosen teaching material is the experience of "cheating in tests". Some members thought that the instance conform to the most students' experience, but it may fall into the hidden curriculum ---- "overemphasizing intellectualism" and "competition among individuals." It would cause a misleading. Some members suggested to change the instance into some competition in physical education or art education.

E1:.....It (the instance of cheating in test) is easy to become misleading in two ways. Firstly, it overemphasizes intellectualism. It takes "Honor" the intellect achievement. Secondly, it emphasizes who is the winner and who is the loser. This is just the hidden curriculum what we criticized. We over emphasize the individual competition.

R2: No! I think that what we want to discuss in the unit is the concept: it is wrong to overemphasize intellectualism .....(meeting31-1)

Research fellow R2 thought the teaching material should face the problems directly, but the standpoints of the committee was still conservative. After the negotiation between the two opposing standpoints, the selection of the teaching material take the compromising way. In the analysis, we can realize that in the process of curriculum decision making, the members always compromise to keep the balance between the "reality" of the teaching material and the consideration of "hidden curriculum".

(4)The place of textbooks

Although curriculum group emphasizes to choose conflict and real instances as content of teaching material, when facing the negative content, the conservative standpoint becomes more evident because they usually take the feature of the textbooks

into consideration. In the development of the teaching unit of "law-abiding", the editing group suggested a instance. E2 emphasized we should treat the existed conflict in an ordinary class about the cedar member we mentioned before, but other members take a consistent conservative standpoint when considering the feather of the textbooks.

E2:.....I mean that it is wrong if the instance doesn't appear in the textbook..... We have to discuss real problems, and this is a real problem!

E1:The textbooks will be read by all the parents, all the people in the society..... we had better not to touch this .....

E3:I think it is not appropriate to appear in any part of the textbooks. Maybe, it can only appear in the teacher's handbook.(meeting17-1)

Because the textbooks have to face the criticism of the public, many members believed the textbooks had better to be conservative. They thought a good textbook should take any possible negative effects into account. However, E2 continued to try to advocate his argument.

E2:I think the existing fact should be discussed in the classroom! Classroom is a part of the society, and actually, it is a micro-society. The real problems should not be concealed!

E3:...You can not know what will be the consequence after the discussion. .....It is interesting for the children, but it will produce the effect of misleading. (meeting17-1)

This dispute involved the problem that the textbook is a "teaching material" or just a "model". Although the textbooks should be the teaching material which display some living instances for children to discuss in the classroom, the conflicting teaching material will be modified by the consideration because of the feature of the textbooks and the conservative standpoints of the committee.

4.The Editing of Textbooks

Finally, the curriculum group edited textbook based on the chosen unit content. The committee insisted that the multiple learning activities should be included in the textbook to foster children's active thinking. Should the material have a whole ending to guide the unit projective?

(1)The complication of articles in textbooks

There were different standpoints regarding the complication of the articles in the textbooks among the members of the curriculum group. The chairman E1 insisted the "process objective", and only designed some simple situations in the article in order not to obstruct children's realization. However, E3 had different standpoint. He argued that the article should provide abundant plots and situations for discussing, and oversimplified articles usually make the content narrow-minded and boring. For example, the editing group initialed a story with eight situations in the unit of the virtue: "etiquette", E1 suggested that the story should be simplified because it is too complicated:

E1:……It is not necessary to use many words in the textbooks. What important for the article is to express the connotation of the theme well, so the story should be simplified. I think two stories is enough in one unit……. We only need to choose some from the eight situations……

……

E3:……I hear many opinions about simplifying the article of the unit because its content may be too complicated. But I have a different opinion about this ……. We don't have to worry that the content of the unit is too complicated. Teachers who teach the unit can choose some important parts or some parts composed to the need of their classes and discuss them deeply. ……The article is not necessary to be very short. It will make the article too simplified and to interrupt the expression of the abundant connotation…….(meeting 11-1)

Because first, the editing group expected to maintain the original content; second, they also hope the content is composed to the emotional approach emphasized by other committee members, and third, E3 insisted his standpoint about the abundance of the article. Finally, Chairman E1's opinion to simplify the article was not accepted.

(2)The ending of the article

It usually lead to dispute among different standpoints regarding whether the article should have a closed ending or not. This dispute often lead to an argument in the decision making process of the curriculum meeting. For example, in the development process of the unit of "honesty", chairman E1 reminded that the closed ending in the article would provide strong hint for students to obstruct students' active thinking.

However, psychologist E4 argued that keeping the closed ending would be much easier to guide the unit objective.

E1:.....The ending (of the article) is very satisfactory. It becomes a strong hint, and it seems to be preachy. In the article, we don't provide the opportunity for children to think. ..... I think the situation in the article can be changed into a dilemma, leaving the space for children to discuss...

.....

E4: I have some opinions different from E1's opinions.....I think it is too early for the fourth grader to discuss the condition of dilemma. In the teaching unit of "Shau-Yung's dilemma" in the reediting version of the "Life and Ethics", the result of children's discussion can not get the objective of enhancing their moral level but only learn to solve problems. .....(meeting45-1)

Although chairman E1's suggested to change it into a dilemma condition , it was not accepted. Under the consideration of fulfilling the curriculum objectives, most people did not think the open ending can make it.

(3)The platform of activities designing

According to the curriculum standard, "the content of teaching material should includes diverse activities except the articles.....the time of activities should occupy half of each unit."(Ministry of Education,1993) Therefor, they also designed some activities in the moral textbooks.

When developing the first unit: "etiquette", there was controversies regarding the designation of activities between members of the editing group and of the committee. The research fellow R3 thought that the textbooks should provide mainly knowledge about morality, and the activities should be put in the teacher's handbook. Chairman E1 expressed his opposing standpoint toward this, and clarified the basic platform regarding the editing of the textbooks.

R3:.....Supposed that the teachers, students, and parents can realize what we intent to teach and what the point is by only reading the textbooks, even though they have no teacher's handbook. ..... Therefore, we present clearly what we intent to teach to them rather than activities.....

E1:What?

R3:I mean I don't put the learning activities in the textbooks, only if I think it is necessary..... I present what I intent to teach in the textbooks very clearly, so student can realize what is must to be learned at least.....

E1:You will confined the function of textbooks to some raw material.....We hope that after children read the textbook, they will think or write first;.....Your textbooks will become just some raw information. (meeting 11-1)

Chairman E1 emphasized that what important to moral textbooks is obtaining the process objectives rather then just present knowledge and concept of morality. Furthermore, chairman E1 emphasized that the activities should present in the textbooks. After the dispute, most members accepted the opinion of E1. They thought we had better design some activities in the textbook for teachers to use in the classroom.

Conclusions

From the analysis of the observations and interviews, I found first that the decision making of the "moral curriculum group" was an interpersonal process which could be divided into two stages. At the first stage, the teachers of "Editing group" made some decision in the initial deigns of curriculum plans. These teachers play an important role in the curriculum decision-making, because they did the editors. However, the research fellow R2 who are in charge of the "Editing group" sometimes had to adjust teachers' initial plans based on the practical difficulties, such as the possibility of agreement of the committee. At the second stage, based on the "initial plans" of the "Editing group", the "final decisions" were made in the "Curriculum meetings". Because of the different viewpoints and the lack of consensus among these members, the decisions were usually made through arguments, negotiations and compromises. The "Editing group" members, especially the research fellow R2, would sometimes defense for their initial plans.

Secondly, although the 1979 edition of moral textbooks in Taiwan was primarily based on the theories of Rath's "values clarification" approach and Kohlberg's "cognitive-developmental theory of moralization" and most of the committee members had participated in the editing of the old textbooks, there was no consensus about the applications of the theories in the moral curriculum. On the other hand, the strong opposing standpoint of the research fellow R2 toward these theories influenced the practical editing work and led the argument with the chairman E1. However, these theories influenced the curriculum through the application of some relative teaching

strategies. Furthermore, most members agreed that what taught in moral curriculum should be the ability of moral judging rather than the moral knowledge.

Thirdly, what should be included in the content of each unit? the curriculum expert E3 had strongly advocated that it must be selected form children's critical life experiences rather than just according to "moral content framework" in the *"Morality and Health Curriculum Standard"* whose rationality was strongly doubted by E3. However, the chairman E1 disagreed with E3's complex process. He thought that if the content had been too complex, it would obstruct children's active thinking. In fact, the lack of the related research, it is difficult to decide what children's critical experiences are.

The selection of content was based on the meaning of "moral content framework" which was co-interpreted and negotiated by members and highly influenced by the personal value. There were also many controversies as the result of the lack of the rationality of the "moral content framework." After the interpretation, the concrete content must be selected. Since the curriculum standard emphasize the importance of the children's experience, the initial designs had the tendency include it in most children's experience. E1 and E3 worried that it might lose the essence of traditional culture and what should be learned beyond children's ordinary experiences. Besides, the "Editing group" sometimes chose the conflict situations to inspire children's critical thinking, but these efforts were argued and modified while the issue of ideology, negative effect ,and the "hidden curriculum" were taken into consideration.

Finally, the curriculum group edited textbook based on the choice of unit content. The committee insisted that the multiple learning activity should be included in the textbook to foster children's active thinking.

Implications

Theories or principles regarding of moral education genuinely influenced the moral curriculum in Taiwan, because the moral curriculum is one subject of formal curriculum in elementary school here. In the interpersonal and practical context of curriculum development, however, the applications may face many practical difficulties and lead to controversies among curriculum developers with different viewpoints. Thus, the curriculum decisions would be made through conflicts, negotiation and compromise among curriculum developers. This case study in Taiwan has important implications for moral education . It provides a rich and contextual understanding of decision making in the process of moral curriculum development, and shows practical difficulties and controversies that would happen when abstract theories or principles were put into practical use. There are several critical issues that need to be solved or resolved to improve the rationality of moral curriculum development.

Firstly, there are sustained controversies during the curriculum development process regarding the use of Rath's "Values clarification" approach and Kohlberg's "Cognitive-developmental theory of moralization" as theoretical bases for constructing the moral curriculum. These theories are two of the most popular approaches in moral education for decades, and they greatly influenced the moral curriculum in Taiwan in the past ten years. However, their applications still led to controversies due to opposing viewpoints. What kinds of theories are suitable to be applied in the moral curriculum development? Thus, theory development is necessary to improve the rationality of moral education. It is important for the moral curriculum developer to further inquire alternative theories of moral education to construct a better theoretical basis and a for classroom practice.

Secondly, the rationality of "moral content framework" in the *"Morality and Health Curriculum Standard"* in Taiwan remains controversial in the curriculum development process. However, what the ideal content framework of moral curriculum is still a question. Further-more, what the content of morality is remains controversial. How to choose the most important values for the curriculum from the reality? In this case study, I found that this is a basic problem to be solved or resolved for moral curriculum developers to construct the rationality of the selection of curriculum content. Therefore, further researches need to be done to reconstruct the ideal "moral content framework" for moral curriculum.

Thirdly, there is clear consensus among the curriculum developer in Taiwan that the content of moral curriculum should center around children's life experiences.

However, the questions remains unanswered: what children's important life experiences are? How moral curriculum developers put children's life experiences into textbooks to make them engage in the learning process. Further researches regarding the content of moral curriculum in relation to children's life experiences need to be conducted to enhance the appropriateness of content selection and the effectiveness in moral learning, without losing the essence of traditional culture. Moreover, while emphasizing the function of the "conflict situations" in inspiring critical thinking, the issues of ideology and the negative effective should be taken into account.

Fourthly, the moral curriculum developers should critically reflect on the interpretation the connotation of "moral content framework" and the selection of children' life experience as concrete examples. In my case study, I found that the curriculum decisions do not always make through reasoning, but through conflict, negotiation and compromise. How moral curriculum developers make the decisions regarding the choosing of contents of teaching units are influenced by personal value and belief. Therefore, the personal intentions and ideologies of the curriculum developers would greatly influence the substantial content of certain unit. We have to critically understanding how the curriculum developer's intentions and ideologies influence the moral curriculum content.

Finally, moral curriculum developers should continue to pay close attention to and reflect on the controversies in the interactive process of decision making and the members' beliefs behind these controversies to further understand the meaning of their collective decision making in the moral curriculum development processes.

Reference

Beauchamp, G. A. (1981) . Curriculum theory. Itasca, IL.: F.F.Peacock Publisher.

Chew, T. Y (1977). Evaluation an the planning stage. In A. Lewy (Eds.), *Handbook of curriculum evaluation.* pp.62-83. New York: Longman.

Eden, A.(1991). Curriculum development centers. In A. Lewy & S. Eden (Eds.), *The international encyclopedia of education.* pp.347-9. Oxford: Perbamon Press.

Elbaz, F.(1991). Teachers' participation in curriculum development. In A. Lewy and S. Eden (Eds.), *The international encyclopedia of education.* pp.347-9. Oxford: Perbamon Press.

Gay, G. (1985) . Curriculum development. In T.Husen and N. Plstlethwaite (Eds.) , *The international or encyclopedia of education.* pp.1170-9. Oxford: Pergamon Press.

Goodlad, J. I. (1991) . Curriculum making as a sociopolitical process. In M. F. Klein (Eds.) , *The politics of curriculum decision-making.* pp.9-23. Albany: State University of New York.

Gwynn, J. M. & Jr. Chase, J. B. (1970) . *Curriculum principles and social trends.* (4th Ed.) New York: Macmillan.

Haller, H. D. & Lewy, A.(1991). Curriculum personnel. In A. Lewy and S.Edin (Eds.), *The international encyclopedia of curriculum.* pp.354-6. Oxford: Pergamon Press.

Johnston, S. (1989) . Towards an understanding of the values issues in curriculum decision making. In B. Moon, P. Murphy & J. Ranyer. (Eds.) , *Politics for the curriculum.* pp.228-36. London: Hodder and Stoughton.

McNeil, J. D. (1984) . *Curriculum: a comprehension introduction.* (3rd.Ed.) . Boston: Little, Brown.

Ogerg, A. A. (1985). Curriculum decision. In T. Husen and N. postlethwaite (Eds.), *The international encyclopedia of education.* pp.1154-5. Oxford: Pergamon Press.

Reid, W. A.(1978). *Thinking about the curriculum.* Boston: Routledge and Kegan Paul.

Taba, H. (1962) . *Curriculum development : Theory and practice.* New York: Harcourt, Brace & Word.

Unruch, G. G. & Unruch, A. (1984) . *Curriculum development: Problems, processes and progress.* Berkeley: McCutchan.

Walker, D. F. (1971) . *A naturalistic model for curriculum development.* In J. R. Gress (Eds.) , Curriculum: An introduction to the field. Berkeley: McCutchan.

Walker, D. F. (1990) . *Fundamentals of curriculum.* San Diego: Harcourt Brace Jovanovich.

An Analysis of Curriculum Decision making in Moral Curriculum Development in Taiwan

Chyan-Lung Wang
Taiwan Provincial Inst. for
Elementary School Teachers' Inservice Ed. (IEST)

Chien-Lung Wang
30, Sec. 1,Ta Kwan Road,
Pan-Chiao City, 220 Taipei County,
Taiwan,
R O C

Objective

In Taiwan, the "morality curriculum group" of IEST (Taiwan Provincial Inst. for Elementary School Teachers' Inservice Ed.) is developing the "new morality curriculum" for elementary schools based on the new "Morality and Health Curriculum Guidelines" announced by Ministry of Educational in 1993. Because curriculum development is made of a series of decisions(Walker,1971) and it's a political , interpersonal process(Gay ,1985), I wander how the group members interpret the curriculum standard? What's the ideal morality curriculum in their minds? What kinds of decisions did they make? Who made these decisions? Were there any controversies?

Based on new curriculum policy in Taiwan, private publishers begin to publish textbooks for elementary schools started from 1995 while the curriculum development project of IEST sponsored by Ministry of Educational continues. Since the group began the work earlier and had more experiences in curriculum development than the others, it would be helpful to share the process of decision making and the difficulties the group had during the process.

Perspective

Behind curriculum development, there are decisions (Gwynn & Chase, 1970) . Curriculum decision making is a political process. Selections of curriculum objectives, content, and activities are not often based on studies of discipline, societal needs, learners' learning process, but usually influenced by values and politics (Beauchamp, 1981; Gay,1985; Goodlad,1991; McNeil,1984). It requires special expertise, political awareness, and a continuing dialogue among decision makers for resolution of value conflicts(Unruch & Unruch ,1984) . However, the conflicts are not always resolved by following a systematic procedure but by resorting to power (Taba,1962; McNeil , 1984) . In the process, the individual's intentions are modified according to factors such as interpersonal skills, the nature of issue, the status of the individual, composition and socio-political climate of the group and its wider context (Johnston ,1989) .

The descriptive framework of this study was Walker's (1971) "naturalistic model" of the process of curriculum development which consists of three elements: (1)curriculum's platform: the beliefs and values of curriculum developer, (2)design: the output of the curriculum development, (3)deliberation: the process by which beliefs and information are used to make design decisions. The main operations in curriculum deliberation are formulating decision points, considering arguments for and against suggested decision points and decision alternatives, and choosing the most defensible alternatives. The heart of the deliberative process is the justification of choice, so curriculum deliberations are chaotic and confused.

Methods

Curriculum problems belong to practical problems(Walker,1990) .The rational curriculum models are limited in their ability to illuminate the political process of group curriculum planning. Case studies present a vary different view of how curriculum decision making occurs in practice (Johnston ,1989) . In order to understand the interpersonal decision making process of the morality curriculum group, the data of this study was collected and analyzed through ethnographic research methods, including participant observation, interviewing, recording, and field notes.

My fieldwork started from September 1994 to June 1995 when the group edited the

EA028 715

textbook for forth grade. First, I observed curriculum meetings convened at IEST every Thursday for 30 times, usually 6 hours each time." The curriculum meeting" consisted of "the curriculum committee", and "the editing group" of IEST. The "curriculum committee" included three experts of the morality curriculum (the chairman E1 was included), one psychologist, one textbook expert, one elementary school principal. The "editing group" which was in charge of editing the textbooks included three research fellows(R2 was the leader of the editing group) of IEST and three elementary school teachers. Secondly, I observed the group discussions of the "editing group" for 22 times. Thirdly, in order to gain further thought of the members and to examine the accuracy and objectivity of my interpretation, I interviewed 11 group members after the participant observation. Most of these data were audiotaped and jotted done as field notes.

Findings

From the analysis of the observations and interviews, I found first that the decision making of the "morality curriculum group" was an interactive process which could be divided into two stages. At the first stage, the teachers of "editing group" held some decision-making power in the initial deigns in editing the textbooks. However, the research fellow R2 who are in charge of the "editing group" sometimes had to adjust teachers' initial designs based on the practical difficulties. At the second stage, based on the "initial decisions" of the "editing group", the "formal decisions" were made in the "curriculum meetings". Because of the different viewpoints, the formal decisions were usually made through arguments, negotiations and compromises among members. The "editing group" members, especially the research fellow R2, would sometimes defense for their initial designs.

Secondly, although the old morality textbooks in Taiwan was primarily based on the theories of Rath's "value clarification" and Kohlberg's "cognitive-developmental theory of moralization" and most of the committee members had participated in the editing of the old textbooks, there was no consensus about the implications of the theories in the new morality curriculum. On the other hand, the strong opposing standpoint of the research fellow R2 toward these theories influenced the practical editing work and led the argument with the chairman E1. However, these theories influenced the curriculum through the application of some relative teaching strategies. Furthermore, most members agreed that what taught in morality curriculum should be the ability of moral judging rather than the moral knowledge.

Thirdly, what should be included in the content of each unit? the curriculum expert E3 had strongly advocated that it must be selected form children's critical life experiences rather than just according to "moral content framework" in the curriculum guidelines whose rationality was doubted by E3.However, the chairman E1 disagreed with E3's complex process. He thought that if the content had been too complex, it would obstruct children's active thinking. In fact, the lack of the related research, it is difficult to decide what children's critical experiences are.

The selection of content was based on the meaning of "morality content framework" which was co-interpreted and negotiated by members and highly influenced by the personal value. There were also many controversies as the result of the lack of the rationality of the "content framework". After the interpretation, the concrete content must be selected. Since the "curriculum guidelines" emphasize the importance of the children's experience, the initial designs had the tendency include it in most children's experience. E1 and E3 worried that it might lose the spirit of traditional culture and what should be learned beyond children's ordinary experiences. Besides, the editing group sometimes chose the conflict situations to inspire children's critical thinking, but these efforts were argued and modified while the ideology, negative effect ,and the "hidden curriculum" were taken into consideration.

Finally, the curriculum group edited textbook based on the choice of unit content. The committee insisted that the multiple learning activity should be included in the textbook to foster children's active thinking.

BEST COPY AVAILABLE

Implications

This study has important implications for the moral education. My study provides a rich, full, and contextual understanding of the decision making in the process of morality curriculum development, and I found several critical problems which should be solved to improve the rationality of morality curriculum development in Taiwan.

Firstly, since the controversies toward the theories of Rath's "value clarification" and Kohlberg's "cognitive-developmental theory of moralization", it is important for the "morality curriculum group" to further inquire the relative theory about moral education to reconstruct new theoretical basis and teaching model of new morality curriculum.

Secondly, there is no doubt that the content of morality should centered around children's life experiences, but the question is that what children's important experiences are? The related research about the content of morality curriculum and children's life experience should be conducted to enhance appropriateness of content selecting and the effectiveness in morality leaning and to reconstruct the "moral content framework" in the "curriculum guidelines".

Thirdly, the curriculum group should critically reflect the interpretation of "content framework" to enhance the appropriateness of curriculum content. The choice of the content should be based on children's critical life experience, rather lose the spirit of traditional culture. Moreover, when emphasize the function of the "conflict situations" in inspiring critical thinking, the ideology and the hidden curriculum should take into account.

Finally, the curriculum group should continue to reflects on the controversies in the interactive process of decision making and the members' beliefs under these controversies to understand further the meaning of the decision making in the morality curriculum development.

Reference

Beauchamp, G.A. (1981) . Curriculum theory Itasca,IL.:F.F.Peacock Publisher.

Gay, G. (1985) . Curriculum development. In T.Husen & N. Plstlethwaite (Eds.) , The international or encyclopedia of education (pp.1170-79) .Oxford: Pergamon Press.

Goodlad, J. I.(1991). Curriculum Making as a Sociopolitical Process. In M. F. Klein (Ed.), The politics of curriculum decision-making(pp.9-23). Albany: State University of New York.

Gwynn, J. M. & Jr. Chase, J. B.(1970). Curriculum principles and social trends. (4th Ed.), New York: Macmillan.

Johnston, S. (1989) . Towards an understanding of the values issues in curriculum decision making. In B. Moon; P. Murphy & J. Ranyer. (Eds.) , (1989) . Politics for the curriculum (pp.228-36) . London: Hodder & Stoughton.

McNeil, J. D. (1984). Curriculum: a comprehension introduction. (3rd Ed.). Boston:Little, Brown.

Taba, H.(1962). Curriculum development : Theory and practice. New York: Harcourt, Brace & Word.

Unruch, G. G. & Unruch, A. (1984) . Curriculum development: Problems, processes and progress. Berkeley, CA: McCutchan.

Walker, D. F. (1971) . A naturalistic model for curriculum development. In J. R. Gress (Ed.) , (1978) . Curriculum: An introduction to the field. Berkeley: McCutchan.

Walker, D. F. (1990) . Fundamentals of curriculum. San Diego: Harcourt Brace Jovanovich.